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ABSTRACT

This workbook on life planning, the first in a series of three vocational career orientation self-developmental units, was designed for use at the junior high school level. Explained first are the goals of the series of workbooks, their structure, and the nature and scope of the activities provided in them. The second section consists of specific instructions for implementing each of the activities. Addressed in the activities provided are the following topics: constructing lifelines; identifying and stripping roles; imagining a typical day in the future; taking a life inventory; assessing roles; planning a news release, simulating a high school reunion, and writing an obituary; and setting goals. Each activity contains an introduction outlining the objectives of the activity, a text that teachers may either read or paraphrase to introduce and implement the activity, and follow-up questions to summarize the activity. Appended to the workbook are a life inventory, an information sheet outlining the goal-setting process, an exercise dealing with the goal-setting process, and an evaluation form. (MN)

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LIFE PLANNING: BOOKLET I

John H. Childers, Jr., Ed.D.

Co-Project Directors
John H. Childers, Jr., Ed.D.
John A. Rolloff, Ph.D.
University of Arkansas
Fayetteville, Arkansas 72701

State of Arkansas
Arkansas Vocational and
Technical Education,
A Divison of the
Department of Education
Little Rock, Arkansas 72701

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PREFACE

There is an expressed need at the junior high school level for materials which enhance the teaching of self development concepts as they relate to career education. Because of this need, three activity based learning booklets were developed specifically for students in grades 7, 8, and 9 through Arkansas Vocational and Technical Education, a Division of the Department of Education.

The three booklets, Life Planning Workshop: Booklet I, Highlighting Self and Career Awareness Through Value-Related Activities: Booklet II, and Career Decision-Making Workshop: Booklet III, were developed as the self development instructional unit of the Arkansas Guidebook for Career Orientation. It is recommended that teachers introduce Booklet I first, followed by Booklet II and Booklet III. We hope that teachers will find these materials useful and involving for their students.

John H. Childers, Jr., Ed.D. and John A. Rolloff, Ph.D.
Co-Project Directors
University of Arkansas
Fayetteville, AR 72701

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GENERAL INFORMATION

This life plan booklet is designed to involve students in the process of influencing their own future. Many students do not think of themselves as actually creating their own futures. They may develop perceptions that they are pawns who are moved about by parents, teachers, and other adults, with little chance to influence their own movements. Those who do make concrete plans for the future often do so only in certain areas--education, career--and may neglect other aspects of life. Frequently the future planning of young people is not realist, ignores abilities, personality characteristics, and other important factors.

The life planning booklet actively engages students in the process of self identification and group interaction. Students are encouraged to realize that they are responsible for their own lives, that they have the potential to build the future that they want for themselves.

The structured activities in this booklet are designed to assist students to make accurate assessments of themselves in the present, and then to project themselves into the future. People can think of a thousand different reasons to delay planning for the future. Many students feel that the future is unknown, and that they have no control over future events. They feel that they are "victims of circumstances" that they are locked into a certain type of future based upon their past upbringing, environment, and other external factors. For these reasons, discussing the future is often more difficult and more of a personal risk than discussing past or present feelings or activities.

This workshop helps students to look at the present in realistic terms which are related to their future. First, student participants explore

where they are currently in their life. Second, they explore where they want to go in living. Third, they begin establishing short term goals. Ideally, each participants, by the end of this booklet will have increased self awareness, and will realize the need for a specific, yet flexible, plan of action related to achieving his or her future goals.

This booklet confronts students with their responsibility for future planning. Students often have not accepted the fact that their life is their own to plan.

About the Workbook

The workbook and its structured activities take approximately six hours to complete. The timing is flexible and can be adjusted depending upon the number of participants and structured activities completed.

Students are placed in groups of approximately five. Each group remains intact throughout the workbook.

Since the workbook activities are structured, it is not necessary that facilitators be trained counselors. Students, staff members, or parents who have participated in previous life planning sessions, and who have shown group interaction skills, can become excellent facilitators. Since the facilitator's skill level may be a significant factor in the success of this booklet, it is advisable to offer some training and supervision to all group leaders.

In order to maintain the continuity the workbook process from one class meeting to another, the leader will begin each class session with a review of the goals and activities of the last class period. Near the end of each class period, the leader will summarize that session's goals and activities as well as inform participants about the activities scheduled for the next meeting.

Materials

Introductory information regarding goals of this workbook and specific directions for the structured activities are provided within this booklet for the group leader. The specific directions for each structured activity are printed in capital letters. These directions may be read or paraphrased by the group leader to student participants. Students are supplied with the life inventory and goal setting forms, pencils, small slip of paper, and several blank sheets of paper.

SPECIFIC INSTRUCTION FOR ACTIVITIES

Forming Groups

Assign students to groups. It is suggested that groups be as heterogenous as possible.

Introduction

Take a few minutes to explain the goals of this workbook. Encourage all group members to actively participate. The introductory material in capital letters below may be read or paraphrased.

I HOPE EACH OF YOU WILL FIND THIS EXPERIENCE BOTH ENJOYABLE AND BENEFICIAL. THE PRIMARY GOAL OF THIS EXPERIENCE IS TO GET EACH OF YOU INVOLVED IN THE PROCESS OF INFLUENCING YOUR OWN FUTURE. THROUGH A SERIES OF STRUCTURED ACTIVITIES AND ACTIVE PARTICIPATION YOU SHOULD BECOME INVOLVED IN THE PROCESS OF SELF IDENTIFICATION, GAIN A BETTER REALIZATION OF THE RESPONSIBILITY YOU CAN AND SHOULD HAVE FOR YOUR OWN LIFE, AND OF THE POTENTIAL YOU HAVE FOR BUILDING THE FUTURE YOU WANT TO HAVE FOR YOURSELF. YOUR SECOND GOAL IS FOR EACH OF YOU TO REALIZE THAT A SPECIFIC, BUT FLEXIBLE, PLAN OF ACTION IS A GREAT ASSET IN YOUR REACHING ANY GOAL.

THE ACTIVITIES ARE DESIGNED TO HELP YOU IN ASSESSING YOURSELF NOW AND WITH A NEW AWARENESS OF SELF, LOOKING INTO THE FUTURE AND PLANNING SOME

ACTION TO BRING ABOUT A DESIRED CHANGE IN OUR LIFE.

EACH OF YOU SHOULD FREELY PARTICIPATE AS AN ACTIVE LISTENER AND AS A HELPER TO EACH OTHER. AS A HELPER, YOU SHOULD NOT HESITATE TO SHARE YOUR THOUGHTS AND FEELINGS, TO HELP OTHERS IN THE GROUP AS THEY EXPLORE THEIR THOUGHTS, VALUES, AND PLANS. WE WOULD LIKE EACH OF YOU TO BE AS OPEN, HONEST, AND SERIOUS AS YOU CAN DURING THE WORKSHOP. RESPECT THE FEELINGS AND RIGHTS OF OTHERS. IN THIS REGARD, PLEASE KNOW THAT EACH OF YOU HAS THE RIGHT TO RESPOND OR NOT RESPOND TO PARTICULAR TOPICS AND TO DETERMINE THE DEPTH OF INVOLVEMENT MOST APPROPRIATE TO YOUR NEEDS.

Lifeline

BEFORE WE CAN SHAPE A WELL ROUNDED, REALISTIC FUTURE, WE NEED TO FIND OUT WHAT YOU ARE LIKE IN THE PRESENT. THESE FIRST ACTIVITIES ARE DESIGNED TO HELP YOU TO ASSESS YOURSELF AND THEN BUILD THE FUTURE YOU DESIRE.

I WOULD LIKE YOU TO DRAW A STRAIGHT LINE ON A PIECE OF PAPER. ON THE EXTREME LEFT OF THE LINE WRITE AN "X." THIS REPRESENTS YOUR BIRTH. WRITE THE DATE YOU WERE BORN UNDER YOUR "X." NOW MAKE ANOTHER "X" ON THE EXTREME RIGHT OF YOUR LIFELINE. THIS REPRESENTS YOUR DEATH. NOW PLACE A CHECK-MARK ON YOUR LIFELINE TO INDICATE WHERE YOU ARE TODAY--NOT NECESSARILY CHRONOLOGICALLY, BUT RATHER HOW MUCH LIVING YOU HAVE DONE, AND HOW MUCH YOU HAVE LEFT TO DO.

TO THE LEFT OF THIS CHECKMARK PLACE TWO MORE SMALLER CHECKMARKS INDICATING THE TWO MOST SIGNIFICANT EVENTS IN YOUR LIFE UP TO THIS TIME. YOU MAY WANT TO USE THESE TWO EVENTS AS WELL AS OTHERS IN YOUR PAST TO EXPLAIN WHERE YOU ARE TODAY. FOR THE MOST PART, THIS ACTIVITY WILL FOCUS ON WORKING TO THE RIGHT OF THE CHECKMARK INDICATING WHERE YOU ARE NOW BECAUSE THIS IS THE PART OF YOUR LIFE WE ARE TRYING TO PLAN. LET'S TAKE A FEW MINUTES TO SHARE OUR LIFELINES WITH THE OTHERS IN OUR GROUP. AS YOU TALK ABOUT YOUR LIFELINE, PLACE IT SO THE REST OF THE GROUP CAN SEE IT.

This exercise is designed to help the individual think about what lies ahead rather than past experiences and old assumptions. We have included several discussion questions which might be helpful in summarizing this activity: (1) Are the two most significant events in your life up to this time silimar or dissimilar to others in your group? (2) What do you feel/think about the amount of living you have left to do? (3) Who is responsible for planning this future for you? (4) What are some of the things you may want to do in your future?

Role Identification and Role Stripping

In identifying and stripping roles some students may have have difficulty labeling for roles. It is best to let students identify their own roles, but it may be necessary to give suggestions to those who are really having a lot of difficulty. They may use future, projected roles if they can seriously think of themselves in those terms. Sometimes students will choose only very clear cut roles such as daughter, sister, student, brother, or athlete. Encourage students to combine similar roles into one. It is important that students examine both positive and negative roles. Avoid letting the students choose only negative roles.

LOOK AGAIN AT YOUR LIFELINE. THE CHECKMARK INDICATES WHERE YOU ARE RIGHT NOW. THIS EXERCISE WILL GIVE YOU AN OPPORTUNITY TO ASK YOURSELF WHO YOU ARE RIGHT NOW.

I WOULD LIKE FOR YOU TO TAKE A FEW MINUTES TO IDENTIFY YOUR INDIVIDUAL ROLES. A ROLE MIGHT BE DEFINED AS EXPECTED BEHAVIOR. SOME OF US HAVE VERY CLEAR CUT ROLES SUCH AS DAUGHTER, SISTER, STUDENT, OR BROTHER. WE, ALSO, HAVE OTHER ROLES. WE ALL HAVE UNIQUE WAYS OF THINKING ABOUT OURSELVES. SOME OF US HAVE THE ROLE OF "SHY PERSON." OTHER EXAMPLES OF ROLES MIGHT BE "THE POOR STUDENT," "THE BRIGHT STUDENT," AND "THE GOOD ATHLETE." WE HAVE BOTH POSITIVE AND NEGATIVE ROLES. SOME OF OUR NEGATIVE ROLES MIGHT

INCLUDE "THE SELFISH PERSON," "QUICK TEMPERED," "THE POOR STUDENT," AND "THE BULLY." WE ALSO HAVE POSITIVE ROLES SUCH AS "THE GOOD STUDENT," "THE GOOD ATHLETE," AND "MR/MS PERSONALITY."

I'D LIKE FOR YOU TO TAKE A FEW MINUTES AND THINK ABOUT YOUR ROLES. ASK YOURSELF THE FOLLOWING QUESTIONS: WHO AM I RIGHT NOW? WHAT ROLES AM I PLAYING RIGHT NOW? WHAT ARE MY POSITIVE ROLES? WHAT ARE MY NEGATIVE ROLES?

TAKE OUT 4 SLIPS OF PAPER. I WOULD LIKE FOR YOU TO WRITE DOWN ONE ROLE THAT YOU ARE PLAYING RIGHT NOW ON EACH SLIP OF PAPER. THAT IS, THINK OF FOUR ROLES, WRITE ONE ROLE ON EACH SLIP OF PAPER.

IT'S IMPORTANT THAT YOU REALLY THINK ABOUT YOURSELF. WHAT ROLES ARE YOU PLAYING RIGHT NOW? EXAMINE BOTH POSITIVE AND NEGATIVE ROLES.

AFTER YOU HAVE WRITTEN YOUR FOUR ROLES, ARRANGE THEM IN ORDER OF THEIR IMPORTANCE TO YOU. WHICH ROLE WOULD BE THE HARDEST FOR YOU TO LIVE WITHOUT? WHICH ROLE WOULD BE THE EASIEST FOR YOU TO LIVE WITHOUT? NOW NUMBER YOUR SLIPS OF PAPER FROM ONE TO FOUR, WITH ONE BEING THE MOST IMPORTANT ROLE AND FOUR BEING THE LEAST IMPORTANT ROLE.

NOW LOOK AT THE LEAST IMPORTANT ROLE, SLIP NUMBER FOUR. TAKE A FEW MOMENTS TO REALLY THINK ABOUT YOURSELF WITHOUT THAT ROLE. WHAT WOULD MY LIFE BE LIKE WITHOUT THIS ROLE? HOW WOULD I BE DIFFERENT WITHOUT THIS ROLE? HOW WOULD I FEEL WITHOUT THIS ROLE? HOW WOULD I BEHAVE DIFFERENTLY WITHOUT THIS ROLE? TAKE A COUPLE OF MINUTES TO REALLY IMAGINE SEEING YOURSELF WITHOUT ROLE NUMBER FOUR. WHAT DOES IT FEEL LIKE TO GIVE UP THIS ROLE OR TO BE WITHOUT ROLE NUMBER FOUR? ARE YOU HAPPY, SAD, LONELY, RELIEVED?

NOW THAT YOU'VE IMAGINED YOURSELF BEING WITHOUT ROLE NUMBER FOUR, I WOULD LIKE FOR YOU TO SHARE WITH YOUR GROUP HOW IT FEELS TO NO LONGER HAVE THIS ROLE. TAKE A FEW MINUTES TO TELL YOUR GROUP HOW YOUR LIFE WOULD BE

WITHOUT ROLE NUMBER FOUR. I WOULD LIKE EACH GROUP MEMBER TO SHARE WHAT HIS OR HER LIFE WOULD BE LIKE WITHOUT THEIR ROLE NUMBER FOUR. SHARE YOUR FEELINGS ABOUT GIVING UP ROLE NUMBER FOUR NOW. LISTEN TO THE OTHER GROUP MEMBERS AS THEY SHARE WHAT IT IS LIKE TO BE WITHOUT THEIR ROLE NUMBER FOUR.

NOW TAKE A COUPLE OF MINUTES AND THINK ABOUT YOURSELF WITHOUT ROLE NUMBER THREE. (NOTE TO FACILITATOR: HAVE THEM REPEAT THE SAME PROCESS WITH EACH OF THE THREE REMAINING ROLES.)

NOW THINK OF YOURSELF WITHOUT ANY OF THESE FOUR ROLES. TAKE A FEW MINUTES AND THINK ABOUT HOW THESE ROLES HAVE INFLUENCED YOUR LIFE TO THIS POINT. HOW DO THEY FIT INTO YOUR FUTURE PLANS?

We have included several discussion questions which might be helpful in summarizing this activity: (1) Where do you suppose you first learn these roles? (2) What other roles did you consider before you picked these four? (3) What are the consequences of each of these four roles for you? (4) In what way would life be different without these four roles?

Typical Day in the Future

YOU ARE NOW FREE OF THESE FOUR ROLES, FREE TO CREATE YOUR OWN FUTURE AND BE WHATEVER YOU WANT TO BE. I WOULD LIKE FOR YOU TO SEE YOURSELF TEN YEARS FROM TODAY. WHAT WILL YOU BE DOING TEN YEARS FROM TODAY? TAKE A FEW MINUTES TO THINK ABOUT WHAT ACTIVITIES YOU MIGHT BE DOING ON A TYPICAL DAY TEN YEARS FROM NOW. TAKE A SHEET OF PAPER AND SPEND A FEW MINUTES WRITING DOWN A BRIEF DESCRIPTION OF WHAT A TYPICAL DAY IN THE FUTURE WOULD BE LIKE TEN YEARS FROM NOW.

I WOULD LIKE FOR YOU TO SHARE YOUR DESCRIPTION OF A TYPICAL DAY WITH YOUR GROUP. AFTER EVERYONE IN YOUR GROUP HAS SHARED HIS OR HER TYPICAL DAY, PLEASE DISCUSS THE FOLLOWING QUESTIONS. WHAT ROLES WILL YOU HAVE ASSUMED IN TEN YEARS? ARE THEY THE SAME ROLES YOU HAVE TODAY? WHAT ROLES THAT YOU HAVE TODAY DO YOU THINK YOU MIGHT HAVE TEN YEARS FROM NOW? HOW DO YOU THINK YOUR ROLES MOLD YOUR FUTURE?

PERHAPS THIS REEXAMINATION OF YOUR ROLES HELPS YOU DETERMINE WHAT YOU REALLY WANT FOR YOURSELF TODAY AND TEN YEARS FROM NOW. WHAT ROLES DO YOU HAVE TODAY THAT YOU WOULD LIKE TO HAVE TEN YEARS FROM NOW? WHAT ROLES DO YOU HAVE TODAY THAT YOU WOULD LIKE TO CHANGE IN THE NEAR FUTURE? TAKE A FEW MINUTES AND DISCUSS THESE QUESTIONS IN YOUR SMALL GROUP.

NOW I WOULD LIKE FOR ALL OF US TO FORM A LARGER GROUP. I WOULD LIKE US TO TAKE A FEW MINUTES AND DISCUSS WHAT WE HAVE LEARNED OR EXPERIENCED ABOUT OUR ROLES. WHAT ROLES DO WE FIND OURSELVES HAVING TODAY? HOW DID IT FEEL TO GIVE UP THOSE ROLES? WHAT ROLES DID YOU FIND YOURSELF PLAYING TEN YEARS FROM NOW? HOW DID THAT FEEL? WHAT ROLES WOULD YOU LIKE TO FIND YOURSELF PLAYING TWENTY YEARS FROM NOW? HOW WOULD THAT FEEL? HOW DO ROLES INFLUENCE YOUR LIFESTYLE, YOUR CAREER CHOICE, AND HOW YOU SEE YOURSELF?

Life Inventory

This activity is designed to help students focus on specific areas where change may be desired as well as the recognition of potitive traits. In many respects it serves as a preliminary or tentative goal setting exercise.

THE NEXT ACTIVITY IS DESIGNED TO ASSIST YOU IN THINKING MORE OBJECTIVELY ABOUT THE FUTURE AND DEVELOPING TENTATIVE PLANS.

AN INVENTORY IS A WAY OF KEEPING TRACK OF THINGS. WHEN WE WANT TO KNOW WHAT IS IN A WAREHOUSE, WE OFTEN DO AN INVENTORY. THIS ACTIVITY IS DESIGNED TO HELP EACH OF US DO OUR OWN LIFE INVENTORY.

I WOULD LIKE FOR YOU TO INVENTORY YOURSELF. THIS ACTIVITY REQUIRES A PENCIL AND A PIECE OF PAPER. DO NOT SPEND A LOT OF TIME WRITING BECAUSE YOU CAN ENLARGE UPON YOUR IDEAS DURING THE DISCUSSION TIME.

FIRST, I WOULD LIKE FOR YOU TO MAKE A LIST OF ALL THE THINGS YOU DO WELL. MAKE A LIST OF ALL THE THINGS YOU DO WELL. THINK ABOUT, NOT ONLY TASKS THAT YOU DO WELL, BUT ALSO POSITIVE SKILLS. MAKE A LIST OF THINGS YOU DO WELL.

NOW, I WOULD LIKE FOR YOU TO MAKE A LIST OF THINGS YOU WOULD LIKE TO LEARN TO DO WELL. MAKE A LIST OF THE THINGS YOU WOULD LIKE TO LEARN TO DO WELL. ON THIS LIST YOU MAY INCLUDE SKILLS, BUT ALSO INTERPERSONAL RELATIONSHIPS AND EXPERIENCES YOU WOULD LIKE TO HAVE. MAKE THIS LIST NOW.

NOW, I WOULD LIKE FOR YOU TO MAKE A LIST OF THINGS YOU DO BADLY OR WOULD LIKE TO STOP DOING. MAKE THIS LIST NOW.

MAKE A LIST OF THE GREATEST EXPERIENCES YOU HAVE EVER HAD. YOU DO NOT HAVE TO LIMIT IT TO ONE EXPERIENCE. MAKE A LIST OF THE GREATEST EXPERIENCES YOU HAVE EVER HAD. THOSE TIMES WHEN YOU FELT THE MOST COMPLETE, WHOLE, HAPPY, AND WHEN LIFE WAS A THRILL. MAKE THIS LIST NOW.

MAKE A LIST OF THE MAJOR THINGS YOU MOST WANT TO ACCOMPLISH IN THE FUTURE OR EXPERIENCES YOU MOST WANT TO HAVE IN THE FUTURE. MAKE THIS LIST NOW. LIST THE THINGS THAT YOU MOST WANT TO ACCOMPLISH IN THE FUTURE OR THE EXPERIENCES YOU MOST WANT TO HAVE.

FORGETTING ABOUT MONEY OR OTHER RESTRICTIONS, WHAT ONE THING WOULD YOU LIKE TO DO MORE THAN ANYTHING ELSE? WRITE THAT DOWN NOW.

NOW LET'S DISCUSS OUR LIFE INVENTORIES. DISCUSS WITHIN YOUR SMALL GROUP THINGS YOU DO WELL, THINGS YOU WOULD LIKE TO LEARN TO DO WELL, THINGS THAT YOU DO BADLY OR THAT YOU WOULD LIKE TO STOP DOING, THE GREATEST EXPERIENCE THAT YOU'VE EVER HAD, THE ONE THING THAT YOU WOULD MOST LIKE TO ACCOMPLISH IN THE FUTRE, AND WHAT YOU WOULD LIKE TO DO MORE THAN ANYTHING ELSE IN THE FUTURE. SHARE THESE WITH YOUR GROUP NOW.

Note to facilitator: During the small group discussions, help individuals explore their life inventory. Each member of a small group will discuss one item at a time. That is, each member will share things he or she does well first. After each has discussed what he or she does well, the group then moves on to things I would like to learn to do well. Each member shares their list before moving on to the next topic.

Assume Roles

YOU HAVE HAD AN OPPORTUNITY TO GET RID OF YOUR CURRENT ROLES AND OPERATE WITHOUT THEM. NOW WE ARE GOING TO REASSUME ROLES. YOU MAY USE THE SAME OLD ROLES YOU HAD EARLIER OR YOU MAY WISH TO ADD NEW ONES AND THROW AWAY OLD ONES. YOU ARE ALLOWED TO DISCARD A ROLE AND REPLACE IT WITH A NEW ONE ONLY IF YOU ACTUALLY SEE YOURSELF CAPABLE OF MAKING SUCH A CHANGE IN YOUR OWN LIFE. FOR EXAMPLE, YOU COULD DISCARD THE OLD ROLE OF "POOR STUDENT" AND REPLACE IT WITH A NEW ROLE OF "GOOD STUDENT" IF YOU FEEL YOU ARE CAPABLE OF MAKING THIS CHANGE IN THE FUTURE. TAKE A COUPLE OF MOMENTS TO THINK ABOUT WHICH ROLES YOU REALLY WANT TO KEEP, WHICH ONES YOU WANT TO DISCARD, AND ANY NEW ROLES YOU WISH TO ADD. WRITE DOWN ON SLIPS OF PAPER THE FOUR ROLES YOU HAVE DECIDED TO ASSUME. THEN ORDER YOUR SLIPS OF PAPER FROM LEAST TO MOST IMPORTANT.

STARTING WITH YOUR LEAST IMPORTANT ROLE, REASSUME THAT ROLE AND SHARE YOUR THOUGHTS AND FEELINGS WITH YOUR GROUP. WHAT IS MY LIFE LIKE WITH THIS ROLE? HOW DO I FEEL ASSUMING THIS ROLE? HOW IS MY BEHAVIOR AFFECTED BY THIS ROLE? IN YOUR SHARING FOCUS ON THE CHANGE THAT IS NECESSARY TO MAKE YOUR ROLES AND FUTURE GOALS FIT TOGETHER.

(NOTE TO FACILITATOR: Have students continue this process until each has reassumed his/her four roles.)

Note: Students should be allowed to discard a role and replace it with a new one only if they see themselves as capable of actually making such a change in their own lives. If a student wants to discard a role, but cannot see himself/herself realistically making such a change in the future he or she may alter his/her role description. For example, a student may assume the role of "the poor student." This role may be altered as such, "I am a poor student, but I'm not stupid, so I want to work on becoming more conscientious about doing my homework."

This activity helps an individual to focus on a change that is necessary to make his/her roles congruent with his/her future desires. It is important for the facilitator to reinforce the idea that students are responsible for many of the roles they choose to play both today and in the future. The likelihood of goal attainment is increased when a student's role complements his or her future goal.

News Release, Obituary, or High School Reunion

This activity is designed to help students think more objectively about the future and to develop tentative plans. Choose one of the following activities based upon the climate of the group.

LOOK AGAIN AT YOUR LIFELINE. WE ARE GOING TO CONSIDER THE AREA TO THE FAR RIGHT. YOU HAVE ASSUMED FOUR NEW ROLES. PRETEND YOU HAVE UTILIZED THEM AS PART OF YOU FOR SOME YEARS. LET'S PRETEND FOR A MOMENT THAT YOU HAVE NOW REACHED A POINT ON YOUR LIFE TOWARDS THE END OF THE LIFELINE. THERE IS GOING TO BE A NEWSPAPER RELEASE ABOUT YOU FOR WHATEVER REASONS YOU WOULD LIKE TO THINK UP AND IT WILL BRIEFLY REVIEW YOUR LIFE AND CAREER. WHAT WOULD YOU LIKE TO HAVE SAID ABOUT YOU AS AN INDIVIDUAL, AS A FAMILY MEMBER, AS A CAREER PERSON, YOUR CONTRIBUTIONS TO YOUR LOCAL COMMUNITY AND SOCIETY, ET CETERA? TAKE A FEW MINUTES TO THINK ABOUT THIS AND THEN WRITE THIS PRESS RELEASE. INCLUDE A HEADLINE THAT SUMMARIZES YOUR LIFE STORY. WHEN YOU ARE FINISHED, SHARE YOUR NEWS STORY WITH YOUR GROUP.

OR

LET'S LOOK AGAIN AT YOUR LIFELINE. WE ARE NOW GOING TO CONSIDER THE FAR END. YOU HAVE ASSUMED FOUR NEW ROLES AND UTILIZED THEM AS A PART OF YOU FOR SOME YEARS. PRETEND THAT YOU ARE NOW DEAD AND ARE WRITING YOUR OWN OBITUARY. WRITE THE OBITUARY AS IF YOU HAD DIED MANY YEARS FROM NOW. WHAT WOULD YOU LIKE TO HAVE SAID ABOUT YOU BY SOMEONE WHO KNEW YOU VERY WELL? WHAT WERE YOUR CONTRIBUTIONS TO YOUR JOB, YOUR FAMILY, TO SOCIETY?

WHEN YOU HAVE WRITTEN YOUR OBITUARY, DISCUSS IT WITHIN YOUR SMALL GROUP.

OR

YOU HAVE ASSUMED FOUR NEW ROLES AND UTILIZED THEM AS A PART OF YOU FOR SOME YEARS. YOU ARE NOW AT YOUR HIGH SCHOOL REUNION. IT IS THE TWENTIETH ANNIVERSARY OF YOUR HIGH SCHOOL GRADUATEION. YOU HAVEN'T SEEN ANY OF YOUR CLASSMATES SINCE YOUR GRADUATION. PRETEND THE PEOPLE SITTING AROUND YOU NOW IN YOUR SMALL GROUP ARE YOUR HIGH SCHOOL CLASSMATES. TELL THEM WHAT HAS HAPPENED TO YOU OVER THE PAST TWENTY YEARS. WHAT HAS YOUR LIFE BEEN LIKE? WHAT ARE YOUR GREATEST ACCOMPLISHMENTS? WHAT IS YOUR LIFE REALLY LIKE NOW? ONCE YOU HAVE WRITTEN DOWN THIS INFORMATION PLEASE SHARE IT WITH THE MEMBERS OF YOUR GROUP.

Goal Setting

This activity is important in tying together for students many of the loose thoughts that they may have generated during completion of this life planning workshop. For this reason, it is important that appropriate time be allotted for the goal setting activity.

During the discussion of the goal setting sheet, included in the appendix, the facilitator should take a more active role in the group. At this point in the workshop, you, as the group facilitator, should have a fairly good idea of each student's future dreams and desires, and should actively encourage and aid students in transforming these into concrete behavioral objectives.

The idea of setting goals and specific behavioral objectives is new to many students. For this reason, they often find it difficult to state these clearly and specifically. It is helpful to go over the examples using the goal setting sheet format included in the appendix. Behavioral objectives should have the following characteristics; (1) They represent behaviors that are overt--observable by others. (2) They are individualized

for each student. (3) They are very specific and include information stating, how, when, and where an individual intends to enact a given goal, thus the goal setter can determine if and when goals are achieved, or the degree to which achieved.

DURING THIS WORKSHOP, YOU HAVE IDENTIFIED WHO YOU ARE NOW AND THOUGHT ABOUT WHO YOU WANT TO BE IN THE FUTRE. NOW LET'S SPEND SOME TIME THINKING ABOUT WHAT YOU CAN START DOING TO BEGIN IMPLEMENTING SOME OF YOUR GOALS. USE THIS WORKSHEET TO SET SOME SPECIFIC GOALS TOWARDS WHICH YOU CAN ACTUALLY START WORKING RIGHT AWAY.

The facilitator may need to work individually with each participant. Check to make sure that students have a general idea of some goal they wish to begin working on. In addition, check to make sure that students are aware of possible obstacles or restraining forces which might inhibit movement towards their goal as well as facilitating factors which might assist them in reaching their goal. Many students will have vague ideas of what they wish to accomplish in the future, but no real idea of where to begin. It is the responsibility of the facilitator to ensure that each student completes this activity with a goal as well as an individualized plan of action.

After the students have set one or two short term goals, ask them to share their goals and plans of action within their small groups.

Conclusion and Goal Setting Follow Up

THIS COMPLETES THE ACTIVITIES IN THE LIFE PLANNING ACTIVITY. YOU MAY FIND IT DESIRABLE FOR STUDENTS TO FILL OUT AN EVALUATION SHEET FOR THIS WORKSHOP. THIS WILL ENABLE YOU TO MAKE CHANGES AND IMPROVEMENTS IN THE WORKSHOP FORMAT. TELL STUDENTS THERE WILL BE A FOLLOW UP, 3 OR 4 WEEKS FROM TODAY, ON THEIR INDIVIDUAL PLANS OF ACTION.

APPENDICES

LIFE INVENTORY

Please respond briefly, and specifically to each of the following:

1. Things I do well.

2. Things I would like to learn to do well.

3. Things I do badly, and/or would like to stop doing.

Life Inventory (continued)

4. The greatest experience I've ever had.

5. The one thing I most want to accomplish in the future and/or the one experience I most want to have.

6. Forgetting about money, or other restrictions such as education, et cetera, what would you like to do more than anything else?

THE GOAL SETTING PROCESS

1. Formulate the goal, usually in some quite general form.

   a. To feel more comfortable with the opposite sex.
   b. To change my feeling of living anxious.

2. Delimit the goal by forming a more specific objective.

   a. Learn how to ask for a date; how to respond when asked for a date.
   b. Determine the relative merits of taking more math in school.

3. Determine any factors of which you are aware which would facilitate your reaching the goal.

   a. Have you done similar things before?
   b. What are your main strengths or assets?
   c. Who or what do you know or have which will help you reach the goal?

4. Determine any obstacles or restraints of which you are aware that might hinder or delay your reaching the goal.

   a. Do you have the necessary skills to accomplish the goal?
   b. Will important others (parents, teachers, friends) encourage or discourage you toward reaching the goal.

   c. Can you manage this physically and emotionally?

5. Decide on your strategy, or plan of action.

   a. How soon do you need to reach the goal? How important is it?
   b. Are there several ways to reach the goal? One way?
   c. What is your next step?

6. Decide your behavioral objectives in working toward the goal.

   a. Specifically, what will you actually do to reach your goal?
   b. When, where, how will you do what must be done?
   c. How will you actually know when and if you have succeeded or failed?

EXERCISE: THE GOAL SETTING PROCESS

SHORT RANGE GOAL	FACILITATING FACTORS	OBSTACLES OR RESTRAINTS	STRATEGY	BEHAVIORAL OBJECTIVES
Investigate occupational possibilities	My father has a friend who works in an employment agency; I have time now to spend investigating occupations. I am intelligent, get along well with people, willing to learn.	Not familiar with the world of work. I don't really know what I can do well. I can't afford going to college.	Talk to people who are knowledgeable about the world of work; read about occupations. See a counselor about testing of interests, abilities, etc. Analyze what I do with my spare time.	This week, get appointment with dad's friend; next week visit with counselor. Tomorrow make appoint ment for testing. Next week make list of things I like. Next week write autobiography.

SHORT RANGE GOAL	FACILITATING FACTORS	OBSTACLES OR RESTRAINTS	STRATEGY	BEHAVIORAL OBJECTIVES
1. _____	1. _____	1. _____	1. _____	1. _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
2. _____	2. _____	2. _____	2. _____	2. _____
_____	_____	_____	_____	_____

LIFE PLANNING

EVALUATION FORM

	Not Effective		Somewhat Effective		Very Effective
1. Rate how effective the program was in achieving the following goals:					
a. Getting you involved in the process of influencing your own future	1	2	3	4	5
b. Getting you involved in the process of self-identification	1	2	3	4	5
c. Realizing the responsibility you can and should have for your own life	1	2	3	4	5
d. Realizing the potential you have for building the future you want to have for yourself	1	2	3	4	5
e. Realizing a specific, but flexible, plan of action is an asset in your reaching any goal	1	2	3	4	5
2. Rate how helpful the following components of the workshop were to you:					
a. Life-line Activity	1	2	3	4	5
b. Identification of Roles Activity	1	2	3	4	5
c. Role-Stripping Activity	1	2	3	4	5
d. Typical Day Activity	1	2	3	4	5
e. Life Inventory Activity	1	2	3	4	5
f. News Release, Reunion or Obituary Activity	1	2	3	4	5
g. Reassume Roles Exercises	1	2	3	4	5
h. Goal-Setting Exercise	1	2	3	4	5

3. How would you rate your total experience in this program?

Very Negative				Very Positive
1	2	3	4	5